DOCUMENT RESUME

ED 162 137 CE 018 560

TITLE	Methods and Materials for Teaching Occupational Survival Skills. Interpersonal Relations.
INSTITUTION	Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS AGENCY	Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
PUB DATE	78
NOTE	43p.; For related documents see CE 018 556-569
AVAILABLE FROM	Curriculum Publications Clearinghouse, Western Illinois University, 76E Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Adult Education; *Career Education; *Human Relations; Interaction; Interpersonal Competence; *Interpersonal Relationship; *Job Skills; Learning Modules; Self Evaluation; Senior High Schools; *Work Attitudes

ABSTRACT

This occupational skills instructional module on interpersonal relations is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education either in academic or vocational programs. This module is organized into five sessions: (1) recognizing and expressing our feelings, (2) recognizing feelings in others, (3) motives and interpersonal relations, (4) perception and interpersonal relations, and (5) giving feedback. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., working as a team member, working under pressure); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

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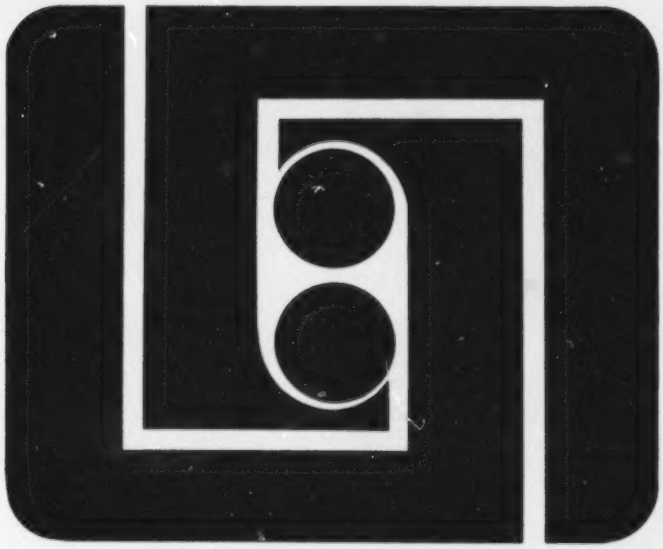
Methods And Materials For Teaching

Occupational Survival Skills



Interpersonal Relations

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CE 018 560

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INTERPERSONAL RELATIONS

Methods and Materials for Teaching
Occupational Survival Skills

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1978

These curriculum materials have been developed and published under a contractual agreement between the Illinois Office of Education, Department of Adult, Vocational, and Technical Education, Research and Development, 100 North First Street, Springfield, Illinois 62777 and the Department of Vocational and Technical Education, University of Illinois at Urbana-Champaign

ACKNOWLEDGMENTS

The project staff wishes to express their gratitude to the many people who provided expertise, services, and support to the development of the curriculum modules. Special thanks is expressed to the students and teachers who provided feedback during the field testing stages of the project. This information was extremely useful in revising the modules.

Appreciation is expressed to Dr. Rupert N. Evans, Acting Chairman, Department of Vocational and Technical Education, University of Illinois, Urbana, for his encouragement, leadership, and guidance throughout the project. The project staff is also indebted to the staff of the Research and Development Section, Department of Adult, Vocational and Technical Education, Springfield, Illinois, for their support.

The research efforts of Sharon Lund O'Neil, Thomas Scanlan, Joyce Nies, and Kent Frison, conducted during the outset of the project, helped to provide the basis for the development of the curriculum modules. As contributing authors to the early versions of various modules, the project staff is grateful to Norma Turok, Glenda Huffman, Charles Jackson, and Christopher Kalangi.

For typewriting, proofreading, correcting, and reproduction of the modules throughout the project, special thanks is given to Anna McClintock, Evelyn Stewart, Ruthann Ryan, Colleen Nichols, Steve Hauersperger, Barbara Cain, and Terry McKenzie. Delmar Burgin, Betty Richards, and David Turner provided expert administrative assistance to the project.

Robert E. Nelson
Project Director

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The twelve Occupational Survival Skills Modules are not numbered. Instructors are encouraged to use Modules in any order that best fits their needs.

Interpersonal Relations

"We're going to make it...working together...teamwork's the key!"

Module Objective:

Students will become aware of the importance of good interpersonal relations on the job and practice techniques to help them improve their interpersonal skills.

Topic Outline:

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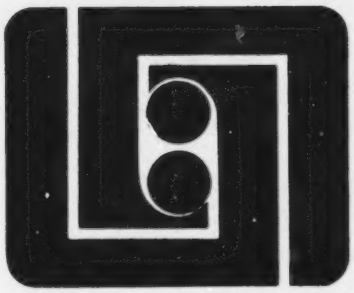


Interpersonal Relations: Overview

Some workers who have good technical skills have difficulty with their social skills. They work well and take their work seriously, but they take the people they work with for granted. The result is that eighty-five percent of the people who lose their jobs do so not because they lack fundamental skills, but because they are unable to work with people. To succeed in a work situation, workers must be competent in two aspects of work. One is the technical skills of the job itself, and the other is in interpersonal relations.

Learning to recognize and express feelings is an important step in building good interpersonal relations. When people do not express their feelings, unpleasant situations can result. Unexpressed feelings tend to build up and be released in an "explosion" or in physical illnesses such as headaches and stomach ulcers. Yet, expressing feelings can be a risky business if it is done carelessly or without tact.

A valuable fact to remember for getting along with others is that other people have feelings too. When people hide their feelings, others may have difficulty understanding them. Being able to recognize feelings in other people is an important and useful skill. If workers are willing to "listen for" feelings in the people around them, they can improve relationships. By recognizing feelings in others, workers can also help avoid situations where feelings reach a "boiling point."

When people become annoyed or angry with others, they may prefer to say nothing. Of course, in some situations workers should not express their feelings. Yet workers can learn to express their feelings in ways that do not insult or "put others down." With practice, workers can express their feelings in ways that benefit both themselves and others.

Some problems in interpersonal relations result from people not seeing "eye-to-eye," or having different perceptions. Many misunderstandings result when people consider only one way of looking at a problem or situation. Workers who consider the views of others are likely to have good relationships with others. The activities in this module introduce skills which can be valuable in developing and maintaining good relationships.

SESSION ONE

TOPIC: Recognizing and Expressing Our Feelings

OBJECTIVE: By participating in a fantasy trip and class discussion about feelings, students will become aware of feelings and how they affect individuals on the job.

SURVIVAL SKILLS EMPHASIZED:

- Getting along with others
- Working as a team member
- Basic speaking skills
- Knowing your strengths and weaknesses
- Maintaining good health

IMPORTANCE: If workers could "turn off" their feelings at work, perhaps there would be no need to study interpersonal relations. However, people do have feelings all the time, which affect how they act. Some people have difficulty recognizing their own feelings. Yet, feelings have a way of showing up sooner or later: a bad mood, a headache, or a sudden "explosion" over a small irritation. People who recognize and express their feelings are more easily understood by others. Certain feelings, such as anger and frustration may be difficult to handle in a work situation. People who learn to express their negative feelings in a constructive way are more likely to have good relationships with others. In this session students will be encouraged to examine some of their negative feelings, and to discover constructive ways of expressing them.

ACTIVITY: Recognizing and Expressing Our Feelings

1. Begin the session by discussing briefly how interpersonal relations are important on a job.

   - Emphasize that more people lose their jobs because they can't get along with their coworkers and employers than for any other reason.

- Emphasize that people have feelings both on and off the job.

- Problems with interpersonal relations can result when people do not understand other people's feelings.

- Workers who recognize and express their own feelings make it easier for others to understand them.

- Workers who express their feelings clearly yet tactfully are likely to get along well with others.

- Sometimes it is not acceptable to express feelings in a work situation.

2. Tell students they are going to go on a "fantasy trip." Have them close their eyes and get in a relaxed position. Read the following slowly, pausing frequently so students have time to develop their fantasies.

   Think of the last time you did or said something you were sorry for later . . . Who was involved? Get a picture in your mind of the person or persons . . . Now, start from the beginning, and put yourself in the situation again . . . What are you feeling . . . Try to imagine how you look to the other people . . . Now, try to imagine what they are feeling . . . What did you feel once it was over? . . . .

   Now, think of the situation again . . . Go back to the beginning . . . Now figure out a way you could have expressed your feelings without feeling sorry later . . . See yourself expressing your feelings . . . Imagine how you look to the other people . . . Imagine what they are feeling . . . What are you feeling now? . . . What is the difference between the two ways you handled the situation in your fantasy?

3. Ask students to use their fantasy trip and other experiences to think of negative ways which people use to express feelings.

   - name calling (You dummy!)

   - insulting - (Can't you ever do anything right?)

   - Making statements that begin "You always . . ." or "You never . . ." - (You always give the difficult jobs to me! You never think of anybody but yourself!)

4. Ask students to think of constructive ways of expressing your feelings.

   - Be gentle and tactful. For example, instead of saying "You're always making the same mistake over and over!" You might say, "I've noticed you are having problems with _____. What don't you understand?"

   - Describe exactly what you don't like or what makes you angry. For example, you might say, "I feel angry when you leave the work area a mess." instead of, "You're a slob!"

   - Make statements that begin with "I". For example, say "I get so angry when you . . ." instead of "You make me so angry."

5. Have students think of negative and positive ways of expressing feelings in the following situation:

   Several of your coworkers have been taking extra time on their lunch break. You are the last to go to lunch, and you cannot take your lunch break until they return. Since all workers must be back on the job by 1:30, this means that you have to cut your lunch break short because of them. You have dropped several hints, but it hasn't helped. You are beginning to get quite irritated since you have to hurry your lunch, and you don't have time to relax. Today they are even later than usual, and you have only 15 minutes to eat your lunch.

   - One negative way of expressing feelings in this situation might be to say angrily, "You always take extra time for your lunch break. Why can't you be more considerate?"

   - A positive way of handling the situation is to state calmly, "I get angry when my lunch break is cut short because you return late from yours. I'd like to talk with you later about a way we can work out an arrangement that will be fair for all of us."

FOLLOW-UP:

1. Ask students if they can add to the lists of negative and positive ways of expressing feelings.

2. Discuss the possible results of expressing feelings in a negative way.

   - You could be fired.
   - You could damage friendships with coworkers.
   - You could cause a tense situation.
   - You could get a reputation for being "hot headed."
   - Others might start avoiding you.

3. Discuss reasons why people sometimes have difficulty recognizing their feelings. Ask students to add to the following reasons:

   - Some people have been taught that certain feelings are bad. This is especially true with anger.
   - Some people try to fool themselves into thinking they do not have negative feelings. These people are likely to have headaches, stomach ulcers, high blood pressure and heart attacks.

4. Discuss reasons why people sometimes have trouble expressing their feelings.

   - People who have trouble recognizing their feelings can't express them.
   - Some people are afraid that others will dislike them if they express negative feelings.
   - Some people have never learned to express their negative feelings in a way that doesn't hurt others.
   - Some people are afraid others will hurt them if they express themselves.

SESSION TWO

TOPIC: Recognizing Feelings in Other People

OBJECTIVE: By participating in and observing role playing work situations, students will gain an understanding of how to "listen" for feelings of other people.

SURVIVAL SKILLS EMPHASIZED:

- Getting along with others
- Basic speaking skills
- Working without close supervision
- Understanding written information
- Working under tension or pressure
- Adjusting to work situations
- Working as a team member

IMPORTANCE: In the first session, students learned that people can create interpersonal problems by expressing their feelings in an insulting or hurting way. Yet, problems also arise when people try to hide their feelings. By covering up feelings or by expressing them indirectly, people may cause others to misunderstand or overlook their feelings. This can lead to conflicts that cuase workers to become unhappy or to work carelessly. Workers who can recognize feelings in others can help prevent conflicts and can help ease them when they occur. Recognizing other people's feelings is a valuable skill that can help students work with others more effectively.

MATERIALS AND EQUIPMENT: Student Worksheet #1 - Observer's Worksheet
One copy each of Role Playing Sheets #1, #2, and #3

ACTIVITY:

1. Ask for three students to participate in the role playing situation. They should be encouraged to "think of themselves in this person's shoes." Students may use their own names to avoid confusion. Distribute Role Playing Sheets #1, #2, and #3 to the students who will participate in the role playing.

2. While the three students are preparing for the role playing, distribute Student Worksheet #1 - Observer's Worksheet to the rest of the class. Assign one-third of the class to observe each character.

3. Have students begin the role playing by introducing themselves as the characters they are playing, and explaining the situation briefly.

4. After the role playing, the instructor may wish to suggest a meeting among the three characters to try to work out the situation.

VARIATION: Instead of using a role playing situation, show a movie in which people are expressing feelings. (one example of a suitable movie is "Office Practice: Working with Others," available from the University of Illinois Visual Aids Service, 1325 S. Oak St., Champaign, IL 61820. Request film number 54009.) Assign students to observe each character, using Student Worksheet #1 - Observer's Worksheet to note the feelings expressed through facial expressions, words, tone of voice, gestures, and posture. Use the FOLLOW-UP given with this session to aid discussion of the students' observations.

FOLLOW-UP: 1. Have students share their observations.

- What feelings were expressed?
- How were feelings expressed?
- What is the easiest way to recognize feelings?
- Are there any disagreements among students as to what feelings were being expressed?

2. Discuss the role playing situation, emphasizing the problems that arise when people feel unable to express their feelings directly, and how interpersonal problems can be solved by paying attention to people's feelings.

- Feelings such as anger do not go away when they are not expressed. They may mount up and explode at a later time.
- People who hold in their feelings instead of expressing them need to learn some way of expressing their feelings.

- The problems of people who do not express their feelings are often ignored by others, simply because they are not aware of them.

- This skill is called "listening for feelings." It is the ability to listen for feelings beyond words.

- The fact that we cannot always do something about the cause of the feelings does not always matter. The important thing is being able to listen for feelings. It can help a person just to know someone else understands.

3. At the end of the discussion, emphasize the need for developing skills in recognizing feelings in others because often people do not express their feelings directly.

Role Playing Sheets

#1 Grounds Supervisor

You are the Grounds Supervisor at a large manufacturing plant. You worked your way up from janitor, and now you supervise a crew of five people. Your responsibilities are to see that the grass and flowers are tended, repair the driveways and parking lot, and to make sure the sidewalks are safe and in good repair.

You get along well with your crew members and with all the other supervisors except one, the Safety Supervisor. Unfortunately the Safety Supervisor is responsible for identifying unsafe conditions in the plant and on the grounds. You dread the Safety Supervisor's visits to your area, because he/she is loud and bossy, and acts as if he/she is more important than anybody else. Whenever the Safety Supervisor makes a "suggestion," you end up feeling very angry and embarrassed, but you are afraid to say anything.

Snow began falling a few minutes ago, and you have instructed your crew members who are working on a special project to join you outside to help salt the sidewalks in about fifteen minutes. You and one of your crew go to the supply room to get the salt. Just then you meet the Safety Supervisor . . . As usual you end up feeling angry and embarrassed by a "suggestion." You resent the Safety Supervisor's rudeness toward you.

Later you decide to talk to your boss, the Chief of Maintenance about your problems with the Safety Supervisor.

- -

#2 Safety Supervisor

You are the Safety Supervisor for a large manufacturing plant. Your job is to identify unsafe conditions in the plant and grounds, and report them to the person in charge of the area. You are quite proud of your position, and you like the power it gives you. You believe safety is a serious matter, and you don't mind letting people know about it.

You know that other people consider you rude and tactless, but you believe that they are just jealous of your position. You have worked hard for this job, and you feel you deserve the power it gives you.

Snow began falling a few minutes ago, and the sidewalks should be salted. You find the Gounds Supervisor with a crew member, inform him/her that the condition of the sidewalks is unsafe and ask loudly why the sidewalks have not been salted.

#3 Chief of Maintenance

You are the Chief of Maintenance at a large manufacturing plant. You are satisfied with all your employees' work. They are all concerned about doing their jobs well, and overall you feel you have a good team in your department. You think you may have made a mistake in appointing the Safety Supervisor, who tends to be loud and bossy, and sometimes insults people. Most of the other Supervisors make fun of him/her, but you realize that they are just covering up their anger. You are afraid that the Safety Supervisor is going to insult the wrong person some day and get punched in the mouth.

You try to understand your employees' feelings, because you believe that happy employees are better workers.

The Grounds Supervisor will be coming to you with a problem concerning the Safety Supervisor. First, listen carefully so you understand the problem. Then figure out a way to handle the problem.

Student Worksheet #1 Observer's Worksheet

Your job is to watch and listen for feelings in the _____.
Pay special attention to facial expressions, words, tone of voice, gestures and posture. Note each at least once, and write a short description. Then decide what feeling you think is being expressed and write it beside the description.

Description of	Feeling expressed
facial expressions	
words	
tone of voice	
gestures	
posture	

SESSION THREE

TOPIC: Motives and Interpersonal Relations

OBJECTIVE: After participating in a class discussion of the case study, Carl Schmidt, students will recognize how motives affect interpersonal relations on the job.

SURVIVAL SKILLS EMPHASIZED:

- Getting along with others
- Working as a team member
- Understanding written information
- Maintaining good health
- Giving an honest day's work
- Making independent decisions
- Knowing what is expected
- Knowledge of operating procedures
- Following instructions
- Working under pressure

IMPORTANCE: Motives are needs or desires which cause persons to act in certain ways. Thus, the base of interpersonal behavior is motives. In fact, when two people interact, the feelings that result are closely connected to their hidden motives. If feelings are difficult to express or recognize, motives are even more difficult to express. Students need to learn to recognize motives and identify the relationship between motives and behavior in an interpersonal relationship.

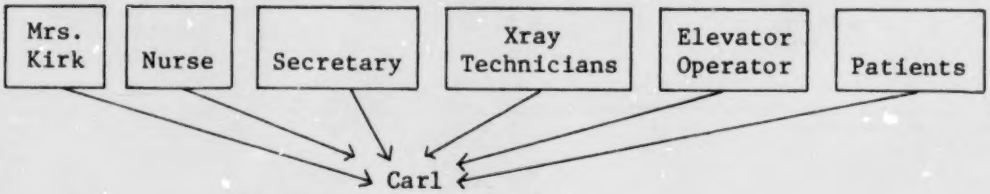
MATERIALS AND EQUIPMENT: Student Worksheet #2 - Carl Schmidt

ACTIVITY: Case Study of Carl Schmidt

1. Ask students to read Student Worksheet #2 - Carl Schmidt and answer the questions.

2. Start a discussion by asking the students why Carl resigned, seemingly so suddenly. Was it really abrupt? What happened?

- One way to look at what happened is to look at the relationships between Carl and the people he worked with. Put this diagram on the chalkboard:



- To Carl all interactions seemed to be one way; everyone interacting 'downward' toward him, with Carl at the receiving end.

- Ask students to put themselves in Carl's place and say how Carl might have felt about these interactions.

- Now draw the class' attention to Carl's motives (what he wanted from the job): he wanted to help people; he felt that working in a hospital would give him good experience; he wanted to save money.

- It might have been possible for Carl to get what he wanted from the job, yet he resigned suddenly. Ask students why this happened. How did Carl's relationship with his coworkers have an effect?

- Could Mrs. Kirk have used Carl's motives for taking the job? Could she have let the people in the Xray department know Carl's motives? What could they have done to keep Carl from getting frustrated?

- Be prepared also to examine Carl's own responsibility. Did he have any control over the situation? What could he have done instead of resigning suddenly? Could he have done something to improve the situation before he felt like resigning?

FOLLOW-UP: Conclude the case discussion with a discussion of the following questions:

- What is the role of Mrs. Kirk in Carl's problem?

- What could she have done differently?

- Do you think Mrs. Kirk recognized Carl's real motives for accepting the job? If she didn't how could she have found them out?

- How could Mrs. Kirk have used what she knew about Carl to make his job more satisfying?

Student Worksheet #2 Carl Schmidt

In June, Carl Schmidt was hired as an attendant in the X-ray Department of Morrow Hospital. Carl's duties were:

(1) calling for patients in their rooms

(2) helping them from bed to wheelchair or stretcher

(3) bringing them to the X-ray Department

(4) helping them into position in the x-ray rooms

(5) returning them to their own rooms.

This took all of Carl's time. Mrs. Kirk, the personnel director, had always found this a difficult job to fill. Because of the amount of lifting, Carl had to be strong, and he had to be liked by the patients. He had to find his way around the hospital, follow directions, and work on his own. Yet, Carl's job was a dead end. The personnel director believed that it did not prepare him for any other job in the hospital. Turnover on Carl's job was very high.

When Carl applied for a job in the hospital, he explained that he needed to work for at least a year to save some money before taking a paramedic training course. He wanted to help people, and also felt that working in a hospital would be a good experience. When Mrs. Kirk described the job of x-ray attendant, Carl accepted it at once. Mrs. Kirk was glad that the job was filled for the next year.

Carl quickly learned his way around the hospital, and seemed to be enjoying his job. The X-ray Department staff was friendly, and liked Carl. Mrs. Kirk checked on Carl during his first month of work, and everything seemed to be going well.

In February, Mrs. Kirk was surprised to discover that Carl had quit his job. On his last day of work she asked him why he had quit. To explain, Carl simply described a single trip from his morning:

"What next?" Carl asked the secretary in the X-ray Department. It was 11 o'clock in the morning and this was almost his first pause for a breath.

"Mrs. Johnson, West Third; bring her down for another treatment. Then take the man who's in there now--Baker--back to South 411. And while you're in that wing, you might as well run up to 614 on the same trip and get Johnny Cazetti. Dr. Waters wants another picture to see how his back is knitting. He'll go in Room C."

"Where are the requisitions?"

"Who has time to make out requisitions?" she laughed. "Check the order-book if you forget."

Carl set out for the West Wing. As he stepped off the elevator on third, the charge nurse looked up from the desk, "Well, glad you finally got here. I began to think Mrs. Johnson never would get down for her treatment. 322, you know."

Mrs. Johnson was a large woman with a voice to match. She had not enjoyed her morning of waiting, without breakfast, to go down for another treatment. "What do you mean, am I ready?" were her first words. "I've been ready for two hours, young man. If some of you husky people here were sick once in awhile yourselves, you might have a little more sympathy instead of keeping us waiting. Ooooh, careful, young man. Do you have to be so rough? Watch out. Don't drop me. You've tucked that blanket too tight around my toes. There, that's better."

In the elevator, the operator said, "Straighten out that stretcher! Still three more people coming on here."

"Let's see, now," Carl said as he wheeled Mrs. Johnson into the X-ray Department. "Room C, she said." Carl maneuvered the stretcher as close to the x-ray table in Room C as he could get it, then lifted Mrs. Johnson onto the table and helped her to roll onto her side in the position required for the treatment. Just then the technician walked in.

"Hello, Mr. Ca . . . This isn't the right patient, Carl," she said.

"Mrs. Johnson; she gets a treatment here every other day," he said. Then added, "It's on the order book."

"She doesn't come in here" the technician replied, heading for the desk with Carl at her heels. "Room A," she concluded from the order book. "Move her in there. And when you bring Johnny Cazetti down, ask the nurse for his folder. She was supposed to send it with the messenger this morning but there must have been a slip-up somewhere."

QUESTIONS: The following questions are aimed at helping you prepare for discussing the case, Carl Schmidt:

1. What was Carl's job?

2. Why did Carl take the job?

3. List the names of all persons Carl worked with.

4. What were Carl's duties?

5. Why did Mrs. Kirk have difficulty filling Carl's job?

6. How good was Carl at learning his job?

7. Why did Carl suddenly resign?

8. Who do you think was responsible for the 'mix-up'?

9. Do you think 'things' could have been different? What? And how?

SESSION FOUR

TOPIC: Perception and Interpersonal Relations

OBJECTIVE: By identifying and discussing the principles of perception, students will understand how perceptions influence interpersonal relations and affect their work on the job.

SURVIVAL SKILLS EMPHASIZED:

- Getting along with others
- Knowing your strengths and weaknesses
- Using imagination
- Knowing what is expected
- Following instructions
- Working without close supervision
- Following safety regulations
- Working under pressure

IMPORTANCE: Perception is the way we see, hear, and understand things, events, or people. Our relationships with other people are greatly influenced by how we 'see' or 'hear' them. We see or hear other people through ourselves--our senses, our past experiences and background, our prejudices and biases. Sometimes we have trouble seeing others as they really are. How we relate to people depends on how we see them. When people look at things differently, they may misunderstand each other. This session is designed to help students become aware of how perceptions affect our relationships with others.

MATERIALS AND EQUIPMENT:

Transparencies #1 through #3 - Perception
Student Worksheet #3 - Perception
One copy each of Student Worksheets #4, #5, #6, #7, and #8. An Incident Illustrating Perception, for one-fifth of the class.
Overhead projector.

ACTIVITY: Perception

1. After a brief discussion of the meaning of perception, as explained under IMPORTANCE, distribute Student Worksheet #3 - Perception. Let students read through the six points.

2. Use Transparencies #1 through #3 to illustrate each of the six points on the Worksheet. Ask students to think of examples from their own experiences.

3. Divide students into groups, and distribute different worksheets to each group. Have them discuss and answer the questions on the worksheet.

4. Have each group read their case to the class, and summarize their discussions, referring to the worksheet questions.

FOLLOW-UP

1. Ask students to volunteer to pick one principle each from Student Worksheet #3 - Perception and describe a short incident from their lives which would illustrate the principle. If possible the incidents should come from work experiences.

2. As each student describes an incident, ask the others to listen carefully for how the student's own perceptions affected his or her view of the incident and the way it is described. Help students to see how the perceptions in each incident affected the relationships in each case.

3. Conclude the discussion by relating perception to work situations.

   - How are workers' perceptions likely to differ from supervisors'?
   - How do race, sex, age, and ethnic backgrounds affect our perceptions of our coworkers?
   - How does dress affect our perceptions?
   - How can we check to see if our perceptions are accurate?

NOTE: The instructor may wish to distribute Student Worksheet #9 - Jane, the Keypunch Operator at the end of this session. Students may be assigned questions as an out-of-class activity to prepare them for the class discussion.

Transparency #1 Perception

1. Perception is UNIQUE. People see things differently. No two people are alike.

2. Perception is PERSONAL. We see things as we see ourselves. We sometimes see only what we want to see. Our feelings and prejudices determine how we see things.

Transparency #2 Perception

3. Perception is RELATED TO OUR EXPERIENCES. Our parents, teachers and friends teach us to see things in a certain way. Sometimes we see things wrongly because of our past experiences. We also may make mistakes in our perceptions because we do not have much experience in a certain area.

4. Perception is SELECTIVE. We often see only part of a situation. For instance, if several things happen, we are most likely to remember the first and last ones. Sometimes when we don't understand something we either see it as being simpler or more complicated than it really is.

Transparency #3 Perception

5. How we perceive things DETERMINES WHAT WE DO. For instance, we decide how to act toward another person from our impressions of him or her.

6. Perceptions CAN CHANGE. We see things differently at different times, depending on our moods, where we are, and who we are with. We can also learn new perceptions from new experiences.

Student Worksheet #3 Perception

1. Perception is UNIQUE. People see things differently. No two people are alike.

2. Perception is PERSONAL. We see things as we see ourselves. We sometimes see only what we want to see. Our feelings and prejudices determine how we see things.

3. Perception is RELATED TO OUR EXPERIENCES. Our parents, teachers and friends teach us to see things in a certain way. Sometimes we see things wrongly because of our past experiences. We also may make mistakes in our perceptions because we do not have much experience in an area.

4. Perception is SELECTIVE. We often only see part of a situation. For instance, if several things happen, we are most likely to remember the first and last ones. Sometimes when we don't understand something, we either see it as being simpler or more complicated than it really is.

5. How we perceive things DETERMINES WHAT WE DO. For instance, we decide how to act toward another person from our impressions of him/her.

6. Perceptions CAN CHANGE. We see things differently at different times, depending on our moods, where we are, and who we are with. We can also learn new perceptions from new experiences.

Student Worksheet #4
An Incident Illustrating Perception

Sipert and the Foreman

A foreman told a machine operator he was passing: "Better clean up around here." Ten minutes later, the foreman's assistant phoned: "Say, boss, isn't that bearing Sipert is working on due up in engineering, pronto?"

"You bet your sweet life it is. Why?"

"He says you told him to drop it and sweep the place up. I thought I'd better make sure."

"Listen," the foreman shouted into the phone, "get him right back on that job. It's got to be ready in twenty minutes."

. . . What the foreman had in mind was for Sipert to gather up the oily waste, which is a fire and accident hazard. This would not have taken more than a couple of minutes and there would have been plenty of time to finish the bearing.

1. What did the foreman mean when he said "Better clean up around here?"
2. What did Sipert think he meant?
3. How could two people get different meanings from the same words?
4. How do you suppose Sipert felt about the situation?
5. How do you suppose the foreman felt about it?
6. Which points from Worksheet #3 are involved here? Explain your answer.

Student Worksheet #5
An Incident Illustrating Perception

Jack McGuire

The company I work for sells metal to industrial businesses. These metals are steel, aluminum, brass, copper, stainless steel, nickel, and nickel alloys for foundry work, as well as for fasteners (machine screws, washers, nuts, etc.), pipe fittings, rivets, and other items, such as nails, studs, etc.

Jack McGuire had been an outstanding athlete in high school. After he graduated, he joined our company as a sales trainee. One day Jack received a call from the purchasing agent of one of the large industrial businesses.

BUYER: (without announcing his company's name) "Do you have any track spikes in stock?"

MCGUIRE: (with a little chuckle) "No, I am afraid you called the wrong place. You will have to try a sporting goods house like Dooner's."

BUYER: (angrily) "Thank you for the information," and he banged down the receiver.

One week later, our regular sales agent, Loretta Clifford, called on the account and was confronted by the buyer in an angry manner, "What are you hiring now, wise guys? I called up for track spikes for our scrap metal yard and your salesman told me to go to Dooner's."

Clifford explained that the man was new and that it probably was an honest error. Later, Clifford explained to McGuire that what the buyer had wanted were railroad track spikes which are used like steel nails where heavy timber is involved.

1. How did the buyer see the situation?

2. How did Jack see the situation?

3. How could Jack have avoided his mistake?

4. How did Jack's mistake affect his relationship with the buyer?

5. Which points from Worksheet #3 are involved here? Explain your answer.

Student Worksheet #6
An Incident Illustrating Perception

Jim Smith

For several years Jane Polk, the owner of a small business was training Jim Smith to take her place. Smith was aware of the plan, and was learning fast. He looked forward to taking over the business. Then one day he went completely to pieces.

Polk asked him what was wrong. Finally, Jim said he had just found out he had diabetes.

Jim only had a mild case. With insulin shots and a special diet, he was able to live a normal life. Soon his work was back to normal, but he had decided to give up the idea of taking over the business.

"Up to now," he explained, "I've hardly been sick a day in my life. Now I'll never again be able to see myself as healthy."

Jim thought that he either was healthy or unhealthy. He could see no middle ground.

1. Was Jim's decision realistic?
2. How did Jim's perception change his future?
3. How might another person have handled Jim's problem?
4. Which points from Worksheet #3 are involved here? Explain your answer.

Student Worksheet #7
An Incident Illustrating Perception

Route 25

I live in Dayton, and I work in Detroit, several hundred miles away. I drive back and forth weekends.

Some of the people who work with me also drive between Dayton and Detroit. One said, "I understand you drive from here to Dayton in four and one-half hours."

I said, "I can do that once in a while, depending on traffic."

He said, "I don't believe it."

I said, "But I do it."

He said, "I'm a much better driver than you are, and I can't do it."

I said, "I'm going down Friday. Why don't you ride along with me?"

So we rode into Dayton in about four and one-half hours, or a little more, and he said, "No wonder you can do it. You didn't stay on Route 25!"

Now, Route 25 is the red line that is marked on all the maps between Detroit and Dayton. If you are a stranger, that's the road you should take. It never occurred to my coworker that you could take any other road on either side of Route 25. There's a lot of country on either side of it; in fact, half the earth is on each side of it . . .

1. How did each person see the situation differently?

2. Why do you suppose the coworker considered Route 25 as the only way from Dayton to Detroit?

3. What happens when a person doesn't look at all sides of a problem?

4. Which points from Worksheet #3 are involved here? Explain your answer.

Student Worksheet #8
An Incident Illustrating Perception

Sergeant Bonura

When his outfit was disbanded Sgt. Vincent Bonura was reassigned to another camp. He reported to his new company commander, Captain Carl Barnes, and the men exchanged salutes.

"At ease, Sergeant, smoke if you like."

"Thank you, sir."

"Well, Sergeant, I want to get the best from every one of my men, so I'll want to check you on all your past experience so I can see best where I can use you. Let's see . . . Bonura. That's Italian, isn't it?"

"No sir, I'm Sicilian."

"Ooooh, a Sicilian . . . Well, Sergeant, I've had Sicilians in my outfits before, and I want to get one thing straight. I don't like any trouble makers in my company."

"Sir, I'm not a trouble maker!"

"Don't interrupt me, Bonura!"

"Sorry, sir."

"In France in '45 I had this man . . . Mazaaro . . . Marzano . . . something like that and from the time he came to me until I got rid of him he gave me nothing but trouble. Now I don't know why you got shipped out of your old outfit . . . "

"Sir!"

"Sergeant! I don't know why you got shipped out but if you're the hotheaded type I'll make it plenty rough for you around here -- and give you plenty of time for cooling off!"

1. How did Capt. Barnes see Sgt. Bonura?

2. Do you think Capt. Barnes was fair?

3. How do you suppose Sgt. Bonura felt?

4. Which points from Worksheet #3 are involved here? Explain your answer.

SESSION FIVE

TOPIC: Giving Feedback

OBJECTIVE: By joining in the class discussion of the case study and writing and "I" message, students will appreciate the importance of giving and receiving feedback for developing effective interpersonal relations on the job.

SURVIVAL SKILLS EMPHASIZED:

- Dependability
- Getting along with others
- Working as a team member
- Giving an honest day's work
- Loyalty to your organization
- Knowing what is expected
- Having specialized training
- Working under pressure
- Managing time and materials efficiently

IMPORTANCE: When people work together, there are bound to be some problems. When workers can discuss problems openly, yet tactfully, they are likely to have good relationships. Workers who get along well with each other are more likely to be happy in their jobs and to work effectively together.

The skill of giving feedback to others is valuable in getting along with others in work situations. The activities in this session introduce students to the idea of giving feedback and give them an opportunity to practice this skill.

MATERIALS AND EQUIPMENT: Student Worksheet #9 - Jane, The Keypunch Operator
Student Handout #1 - The "I" Message

ACTIVITY: Case Study: Jane, the Keypunch Operator

1. Initiate a discussion of Student Worksheet #9 - Jane, the Keypunch Operator. A starter question could be "What is the main problem in the case?" Use the following points in leading the case discussion:

- Taking people for granted can cause problems. The owner of the data processing firm did attempt to relieve Jane of some of her work overload but did not appear to make a real effort to give her the help she needed, even during the peak load period.

- Money is not everything. Yes, Jane needed the extra money. But she'd work extra hours up to a point. After that, her other needs such as status, the need to be consulted, the need for rest, and the need for relating to other people became more important.

- The owner wanted to limit the number of employees in his firm because his capital was "limited." However, he paid his two employees extra whenever they worked overtime.

- Finally, however, the owner decided "to look" for another employee, but never did hire anyone.

- The week before the deadline for year-end reports was a hectic one. Tempers ran high.

- Notice that the two men argued loudly, freely expressing their feelings. But Jane worked "in silence, only answering questions that were asked her." There was no communication. Jane seemed to feel that she was at the receiving end of all the communications. Explore with the class why they think she worked silently. Was it the money? Was it her position and status? Was she afraid of losing her job?

- When the owner approached Jane about the complaint the tab operator had made that several IBM cards had been punched incorrectly, Jane became very upset and left. Discuss what led up to such an abrupt action.

- Emphasize the value of timely expression of feedback both on the part of the employer and employee. Accumulation of feelings can "explode" and cause damage that may be difficult to repair.

FOLLOW-UP: 1. Conclude the case discussion by emphasizing the following points:

- Lack of feedback can damage an interpersonal relationship and interfere with efficient work. Jane's putting up with a heavier and heavier load of work, without openly discussing the problem with her boss and coworker, put a constant strain on her which probably led to errors in her work.

- Unexpressed feelings, accumulated over a large period of time can result in drastic actions. Feelings don't "go away." People often try to work out their feelings in ways such as playing vigorous games. Some try to forget feelings, trying to ignore what caused them. Some try to "drown" their feelings by indulging in drinking or drugs. Some project their feelings onto others: "He got angry, not I." But all these are temporary. Sooner or later, if unexpressed, feelings accumulate to a point when they can burst the dam and "flood" the interpersonal relationship. When this happens it seems as though it happened "unexpectedly" or "suddenly."

2. Distribute Student Handout #1 - The "I" Message. Have students write an "I" message Jane could use to tell her boss that she found the work load unreasonable. Here are some examples:

   - When you require me to work so much overtime I get tense and angry, because I don't have any time for myself.

   - When you expect me to handle so much work, I get frustrated, because I don't see how I can possibly get it finished on time.

   - When you keep asking more and more overtime, I get upset, because I am just too tired to work.

3. Have students think of "I" messages to deal with the following situations:

   - Your boss constantly gives you letters to type that are so sloppily written that you can't even read them.

   - Your coworker constantly gossips about people, and you are tired of hearing it.

   - Your coworker has been going through your desk and leaves it in disorder.

   - Your coworker is constantly "borrowing" tools, and you never see them again.

   - Your coworker spends the first half-hour of work drinking coffee and chatting. This makes more work for you.

The following questions are aimed at helping you prepare for discussing the case:

1. How many employees were there? Who were they?

2. What was Jane's work like? Was it pretty much routine?

3. When the employees worked overtime; what benefits did they receive?

4. What was the situation during the week before the deadline to supply the customers their year-end reports?

5. What feelings do you think Jane was hiding and why? Why did she work silently most of the time?

6. What did she do about her feelings?

7. How could she have acted differently?

Student Worksheet #9
Jane, the Keypunch Operator *

RP Enterprise was started by a man who had been the manager of the data processing center for a large corporation. When he started the business he hired Fred to run the tab equipment and Jane to operate the keypunch machine. He acted as a sales person for his small company and spent most the day contacting customers, seeking new business, and picking up information from customers. Because he had a limited amount of money, he tried not to hire more than two people and he worked at nights himself whenever it was necessary to catch up on the work. The two employees often had to work overtime, but the owner had explained this before he hired them. They were given an allowance to buy dinner and were paid double for working overtime.

The business had grown and overtime periods became more frequent. The owner decided to look for another employee. Several people had applied but were not hired, either because he did not feel they were qualified or because they did not want to be required to work overtime. Before another person could be hired, the end of the year arrived and most of the firm's customers wanted year-end reports. The week before the deadline to get all of the year-end reports back to customers the owner and his two employees began to put in a full day, plus four to five hours a night. As the week passed their patience grew more strained whenever an error was made. Several times the two men argued loudly. The last night before the deadline all three were tired and nervous. The keypunch operator had worked continuously during the evening in silence, only answering questions that were asked her.

About two hours before the last reports were completed, the tab operator angrily commented to the owner that one of the reports did not balance because several IBM cards had been punched incorrectly. When the owner approached Jane to ask her about it, she bolted out of her seat and threw a stack of invoices she had been working on at him and announced that she had "had it," and if he didn't like it he could find another operator. She then put on her coat and left.

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* Carvell, Fred J. Human Relations in Business. New York: The MacMillan Company, pp. 128-129.

Student Handout #1 The "I" Message

When we don't like what someone else is doing, it is easy to say something to insult them or put them down. We have all heard and said these things:

You are dumb!

Stop doing that!

You drive me crazy!

There is a way to get your point across without putting another person down. This is called the "I" message. It has three parts:

1. What the person is doing that bothers you
2. Your feeling about it
3. How the person's behavior affects you

Examples:

1. When you talk so fast I get frustrated, because I can't understand what you're saying.

   Instead of:

   You're talking too fast. Slow down!

2. When you don't listen to my instructions, I get impatient, because I feel I'm wasting my time telling you.

   Instead of:

   You never listen! You'd better get it right this time!

3. When you don't do your share of the work, I get angry, because it makes more work for the rest of us.

   Instead of:

   You're just lazy! You never do as much work as the rest of us.

Resources for Teachers

BOOKS, ARTICLES, AND ACTIVITIES

Chapman, Elwood N., *Your Attitude Is Showing--A Primer on Human Relations*, Science Research Associates, Inc., Chicago, IL, 1972.

A study of human relations principles based on case problems. This book is written in a simple, conversational style for students' use. It emphasizes the importance of good human relations for success and satisfaction on the job.

Eggland, Steven A., and Williams, John W., *Human Relations in Business*, Southwestern Publishing Company, Cincinnati, Ohio, 1977.

A student text-workbook that contains the concepts of social psychology in everyday simple language. Contains chapters on (1) understanding human relationships, (2) self-understanding, (3) human relations with fellow employees, (4) human relations with employers, (5) human relations with customers, and (6) human relations and communication. The activities in this workbook emphasize group work and group activities.

_____. *Human Relations in Business Teacher's Manual*, Southwestern Publishing Company, Cincinnati, Ohio, 1977.

Teacher's manual to accompany the student text-workbook listed above. Contains expanded and additional activities to supplement the text-workbook.

Kolivosky, Michael E., and Taylor, Laurence J., *Why Do You See It That Way?*, Hillsdale, Michigan, 1972.

The book's main thesis is that perception is the basis for interpersonal relationship activities (communication, motivation, problem-solving, and learning). Everything stems from the way people view themselves and their environment--how they "see" things. The book discusses 15 perception principles grouped into 4 areas (1) how people perceive themselves and the uniqueness of the individual (2) factors influencing the perceptions process, (3) objective, physical aspects of the process, and (4) people as directors of their own perceptions. The book includes activities, pre and posttests, plus summaries and questions following each of the four sections.

Lagemann, John Kord, "Don't Be Afraid to Let Your Feelings Show," *Reader's Digest*, July, 1967.

Explains reasons for expressing your feelings: (1) sharing feelings enriches people's lives, and (2) expressing feelings helps people understand each other. Many real life examples are used to illustrate these points.

AUDIO VISUAL RESOURCES

Basic Job Skills: Dealing With Customers, available from the Audio Visual Service, University of Illinois, Urbana, IL 61801. Request film number 04401. (11 minutes)

Featuring people who work in three unique, unrelated jobs this film emphasizes the skills and personal characteristics that are basic to dealing with customers in any job. Barbara provides a service by working at a kennel; John is a salesman at a motorcycle shop; Chris, a receptionist at a TV station, deals with both products and services. All three realize the importance of combining knowledge of the product or service with the needs of individual customers. A 1976 production.

Basic Job Skills: Handling Criticism, available from the Audio Visual Service, University of Illinois, Urbana, IL 61801. Request film number 55292. (13 minutes)

Using five examples in different occupations, and work situations, transactions involving different forms of criticism are dramatized. People are confronted with responding either positively or negatively to criticism. One choice leads to problem solving, the other to a breaking off of communication. A 1976 production.

Office Practice: Business Manners and Customs, available from the Audio Visual service, University of Illinois, Urbana, IL 61801. Request film number 54008. (13 minutes)

On Penny's first day of work in an office, she learns about the proper reception of visitors, telephone courtesy, forms of address for coworkers, taking break periods, and fitting into the office community. States that no matter where we work, getting along with people is a little easier because of certain established manners and customs. A 1972 production.

Office Practice: Working With Others, available from the Audio Visual Service, University of Illinois, Urbana, IL 61801. Request film number 54009. (13 minutes)

Focuses on Ron, a bank employee, who has difficulty getting along with his coworkers until he learns that sensitivity to people's needs, a respect for them as individuals, and an appreciation for their work creates understanding, cooperation and good human relations in any office. A 1972 production.

What Do We Look Like to Others?, available from the Audio Visual Service, University of Illinois, Urbana, IL 61801. Request film number 04122. (10 minutes)

What specific things cause other people to form a good opinion? A bad opinion? Dramatized examples of desirable and undesirable attitudes, habits, appearances, emphasize the role of coworkers in determining success on the job. A 1972 production.

Your Job: Fitting In, Coronet Instructional Media, Chicago, IL. (16 minutes)

The film gives two case study examples of two individuals failing to 'fit in' in a position in a drafting firm; each due to different reasons. One individual is inattentive and lazy; the other asks too many questions, does things his own way instead of the way he is told, and is constantly telling everyone how they could improve performance on the job. The viewer is then challenged to see if he/she would do anything differently from the first two, in the same position.

You and Your Job: Part of the Team, Coronet Instructional Media, Chicago, IL. (58 frames, 10 minutes)

No matter where you work--in an airport, in a factory, in a hotel kitchen--you are part of a team--a team of people working together, depending on one another. This dependence is based upon each person doing his own job right. This filmstrip emphasizes the importance of following company rules. Also, when working with people, a little understanding can go a long way in making the team work better. Considering your point of view as well as those of the people you work with can keep the operation running smoothly.